

EDUCATION IN EMERGENCIES SECTOR WORKING GROUP MEETING

MINUTES

OCTOBER 3, 2019

09:10AM - 12:00AM

FINN CHURCH AID

MEETING CALLED BY	Education in Emergencies Sector Working Group co-leads
TYPE OF MEETING	EiE SWG monthly meeting
FACILITATORS	Vick Ikobwa, Anaïs Marquette
NOTE TAKER	Anaïs Marquette
ATTENDEES	See Attached List

AGENDA ITEMS

- Round of introductions (5 min)
- Task team updates:
 - Secondary Education task team (5 min)
 - Child protection task team (5 min)
 - Localization task team (5 min)
 - M&E task team update (15 min)
- ERP Secretariat updates / District costing workshops – Semine Petersen, UNICEF and Connie Alezuyo, ERPS (10 min)
- Teacher database and tracking tool – Agnete Rishoej, Finn Church Aid (10 min)
- EMIS study presentation – James Sparkes, NORCAP/UNESCO (10 min)
- MHM in EiE programme presentation – Willeke Westra, Afripads (10 min)
- Functional Adult Literacy Curriculum and Training Materials revision – Elina Tuusa, Finnish Refugee Council (10 min)
- Special needs education, identification tool – Dr Paul Njuki, CRANE Network (10 min)
- AOB

ITEM 1. Round of introductions

ITEM 2. Task team updates

- **Secondary Education task team - Denis Akaa, War Child Canada**

Deliverables of the TT:

- SE interventions mapping: near completion,
- Donor mapping, also near completion,
- Equating guidelines, has made progress, the task team now needs UNHCR's support to move forward with the MoU with UNEB and OPM.
- Needs assessment: completed.

The task team is wrapping up activities and will be ready to present the final report at the November meeting.

War Child Canada has been working with NCDC on the AEP secondary curriculum, it is now ready and it will be launched on October 10th at Fairway Hotel from 8:30-12.

Action points:

- Co-leads to circulate invitation to the AEP Secondary curriculum to partners
- UNHCR to meet with SE TT about equation issue urgently

- **Child protection task team**
- **Localisation task team**

Both Child protection and Localisation task teams have just started and are still in need of more members. Please reach out to ELECU/Street Child if you wish to join the Localisation task team, and to UNHCR/CMU for the child protection task team. All 3 new task teams are expected to produce TORs, with specific and precise deliverables.

- **M&E task team update**

- Logframe to be aligned on ERP and ESSP for easy monitoring by all including by MoES

- District costing model: there is a lack of data for host community schools, the only data available is where partners are working. The task team is working on gathering the missing data to populate the district costing model before next week's training and the workshop (see below). There is a need for 100% ownership of this process by the districts.
- Baseline: Was not done for the ERP at national level, so will be taken care of once the logframe is fixed. Planning for this be completed before the end of 2019.
- Develop M&E guidelines, clarifying roles and responsibilities: Look at all data collection tools used by partners (ex: attendance and enrolment recording tools), and ensure there is a harmonized template for everyone. This will be done in concertation with the MoES as well, to make sure everyone reports on same indicators and with the same templates.

MoES is involved at every step of this process. However, the M&E system of the MoES is the EMIS, which is not functioning at the moment. EMIS will be re-developed, as it has not been used since 2017, so there has been no updated information at national level since then. The World Bank and DFID are working with the Ministry on this. There is a draft framework and key indicators so we will start from there.

Comments/questions:

Whom are we talking about at MoES? Planning and policy departments, as well as the M&E department.

We weren't aware that the EMIS was not functioning, do we know why/what happened? After 2017, there was decentralization of EMIS. Districts were tasked to collect that information, and they did not have the funds for it. The software is also now being updated and is under review. Finally, the human resource needs to collect that data are important, and that was an additional challenge for the Ministry. For all of these reasons, the centralized overview of the education system has not been updated since 2017. Which doesn't mean there is no data at district level, but it has not been recorded at national level.

ITEM 3.

ERP Secretariat updates / District costing workshop – Connie Alezuyo, ERPS and Semine Petersen, UNICEF

○ **ERPS updates:**

We now have an M&E team on board.

ECW grant process: year 1 is finishing, year 2 process is starting. The concept formulation is underway; the steering committee has approved the same grant agent than in year 1.

Upcoming Global Refugee Forum: Thanks to partners for submitting best practices individually on the website. The GoU has pledged to sponsor the education sector and within that they have come up with a common pledge that will be shared. NGOs and INGOs are also working on a common pledge, which will be shared with partners as soon as possible for inputs.

○ **District costing model:**

When the ERP was launched last year it was merely a 1st step towards cascading down to district level. There is also need to mainstream refugees into that plan: District level planning is looking at refugees and nationals in refugee hosting sub counties.

Context varies in different districts, so the ERP needs to be adapted to each district's priorities. The \$389,000 total cost of the ERP will be split between all 14 districts and plans adapted depending on population, needs, etc.

Process goes through forming task teams in each district, and a national task team, that will drive the process.

The National planning authority are about to release official guidelines for local government for 2020-2021. According to these guidelines, all refugee hosting local governments are obliged to include refugees issues into their plans. That is the purpose of the national and district task teams.

In 2018 the CRRF secretariat issued guidelines requiring coordination in each sector to be unified, between development and humanitarian. As agencies we are encouraged to support districts to live up to this.

There will be a workshop in Hoima October 22-24 with districts, MoES, partners, UNHCR, and UNICEF where the actual costing will be undertaken. Strong encouragement to all partners to participate. If the workshop is successful the ERP costing at district level will be included in the district plan for 2020.

The first step before the workshop is to input all data available and see where the gaps are. Then districts will be able to set yearly targets. The costing model is set in a way that it auto calculates for each activity line of the ERP how much is needed to fund the needs you identified. Each activity is allocated A B or C priority, and numbers are attached. A is 100% of the population covered, B is 80% of the population in need, C is 20%. So there are massive implications in terms of coverage for each priority. If every activity was A, the whole plan would cost almost 1 billion USD, which is completely unrealistic.

An invitation will be shared as soon as possible to the training on the costing model (October 8th, 2-4:30pm), and the district costing workshop in Hoima (October 22-24th).

Action points:

- Co-leads to circulate invitations to both workshops

ITEM 4.**Teacher database and tracking tool – Agnete Rishoej, Finn Church Aid**

FCA developed a tool to track teachers' training and capacity building needs. It also captures retention and abscondement and the potential links to trainings received (is there a causal relation between in-service trainings and thereby enhanced retention). Now it is also a tool to ensure teachers who misconduct are not switching between schools/partner, after a fraud or misconduct, or a case of sexual exploitation or abuse. In PSEA cases, partners should have access to the information as it has obvious child protection concerns.

This also provides an opportunity for Advocacy (child protection, teacher wellbeing/salaries/motivation/teacher ceiling and further harmonization MOES and Development Partners).

Of course there are privacy concerns that should be addressed (see presentation).

Comments/questions

On the alignment with Ministry of Education's policies:

- How does that integrate with the existing system for disciplinary action at district level, there are already systems in place on how to deal with misconduct, need to explore existing mechanism. Deepening the existing system and agencies holding tracking for their own personnel at the same time is the best way to go about it.
- There is a teacher management information system: web based system for teacher registration, all teachers are supposed to provide their info in there. South Sudanese teachers need to be supported to be accredited into the Ugandan system so they can then enter their info in that system.
- FCA can support on inclusion of refugee school teachers on the national registry
- There are lots of categories of teachers, teacher assistants, etc. the Ugandan teachers who work in Ugandan school are definitely registered. But we also have a lot of Ugandan teachers who work in non registered schools. And assistant teachers are not registered teachers. So the government system definitely needs to align but we also have a lot of cases where the government system won't reach.

Also something to keep in mind: any individual committing a crime in Uganda is under Ugandan law, no matter your status

- Let's not reinvent the wheel, there are initiatives already out there, at Kyambogo university, you can go online and find teachers and see their qualifications (system will be fully up by 2020). FCA should go to Kyambogo and see what data they are collecting and what template they are using. At the end of the day, the GoU should have ownership.

On data protection concerns:

- Teachers sign a code of conduct and that needs to be included in it, as a legal option, if you don't respect the code of conduct there are consequences.
- Does FCA have the capacity to monitor each teacher? If not you can conduct a survey, sample teachers. Which is what the government CCT system does in principle, so FCA should look into what the government does at that level.

On training tracking:

- Will be interesting to see how you customize it to your needs. Also relating to trainings, is there a standard training guideline out there, on number of days etc? At FCA we also focus on teacher wellbeing as a motivation aspect. There is a risk of training fatigue. What is the correlation between number of trainings and your wellbeing at work? Is something that is important for us to find out.

On ownership:

- It might be too early to look at ownership; we first need to see how it works.
- UNHCR would be more appropriate to keep the registry.
- Different functionalities of the tool can be hosted at different places, the disciplinary side can be anchored within government system. The whole being and training part is very relevant and can be strategized at sector level, mainstreamed through teacher colleges, link with the ERP.
- Ownership can first begin with the sector group, and we incorporate as we go into the national systems.

Others:

- Teacher might die or retire, is that captured? Not yet

Action points:

- UNICEF to share the teacher incentive framework to link.

ITEM 5.	EMIS study presentation – James Sparkes, NORCAP/UNESCO
<p>6 country case study, focusing on the EMIS system but also do we have the information we need for decision making? For both partners and government, UN agencies, local actors. EMIS is supposed to be at the heart of education SDG 4, it is a vital instrument. Purpose of the case study is to see what info we have and is it of quality, is it accurate, is it useful? As the census is yearly, does that give us enough data to work with? What can we do to improve the availability of data?</p> <p>6 case studies will be completed by end of 2019, recommendations will be used for fund raising for key action points. Also share lessons learnt between all 6 countries.</p> <p>There is a school mapping on going in Uganda, and then the annual school census is planned for January-March. That will inform the EMIS system once it is up and running.</p> <p>Partners are encouraged to get in touch with James and give feedback on their process.</p> <p>Questions/comments:</p> <ul style="list-style-type: none"> - What informed the choice of the 6 countries? Reasonable reach of the different type of emergency, sampling is a convenience method, access, spread of both refugees and IDP type of emergencies, capacity on the ground. - Timing of the study: the EMIS is under review now, so need to be very carefully aligned with reviewed EMIS, need to link very closely with government. <p>The actual software of the EMIS is really not functional, the GoU doesn't have the license, so the issue is not only that the data is missing, they will also need a different software.</p> <p>Action points:</p> <ul style="list-style-type: none"> - Co leads to share contact info for James Sparkes and presentation 	
ITEM 6.	MHM in EiE programme presentation – Willeke Westra, Afripads
<p>MHM as a tool for girls education.</p> <p>Lack of safe and private spaces, cultural taboos, lack of education are just some of the challenges.</p> <p>Disposable pads are hard to give out regularly and are costly, reusable are more cost effective and better re: waste management.</p> <p>200 employees in Uganda making the pads (largest tax payer and employer in Masaka district). So also a local impact. Products are designed by women for women.</p> <p>Education is key, overcoming taboos, different cultural barriers for each country the refugees come from.</p> <p>In remote areas that can't be reached Afripads does skype training.</p> <p>Consultations are key, with stakeholders, refugees, to find out preferences, it is a data driven decision making process.</p> <p>Pilot with UNHCR resulted in a scale up project with distribution of 120,000 menstrual kits.</p> <p>Please get in touch with Afripads for questions, or simply to exchange on lessons learnt.</p> <p>Comments/questions:</p> <ul style="list-style-type: none"> - In West Nile it's been a challenge to use reusable pads, because of lack of water, lack of places to dry them, etc. any research on West Nile? Yes UNHCR is aware of the challenges, have started in south west as a pilot. There was also a pilot in Adjumani in 2017 which was quite successful. But we definitely need more data, so we are now collecting more data. Need to work with WASH partners for water access. If there is a cultural issue need to work out what is different between the 2 contexts - What is part of the package? 4 pads, heavy flow and regular flow, with a storage bag to carry them, underwear will be included soon. Contents can be modified as needed. UNHCR now also provides a backpack - What is the market price? 6,500 ugx in supermarkets and kiosk for a pack of 2, reusable for a year. - Can we get your products directly or we need an intermediary? Yes directly is possible. For example Afripads has a framework agreement with NRC, and for a year we hold stock for them, assist with training etc. same with IRC, UNHCR, ADRA, that is our favored way of working. 	
ITEM 7.	Functional Adult Literacy Curriculum and Training Materials revision – Elina Tuusa, Finnish Refugee Council
<p>FAL programme targets between 6-7000 learners, 78% learners are women, age group is 15 up. Topics include nutrition, hygiene, use of mobile phone, kitchen garden establishment, etc.</p> <p>Curriculum was developed in 2005, it is outdated when it comes to the refugees' needs, current context, pedagogical issues.</p> <p>Working with the Ministry of gender as adult education is not under MoES but under MoG, currently in the process of accreditation. Materials should be ready by early 2020. Training is 11 months long.</p> <p>Encourage other partners to participate in any way, offer inputs, please reach out to Elina.</p>	

Questions/comments:

- Do participants get a certification after the training? Yes, we provide a certificate and we are trying to have it accredited by the Ministry as well.
- How do you handle the overlap with other programmes? The age groups are overlapping as we start at age 15, so learners could also be engaged in AEP.
- About the overlap: it's more common that we'll have a learner in AEP that will fit better in FAL than the other way around. AEP certifies you in PLE, if you don't need PLE then you are a better fit for FAL. The end goal is what determines where you fit better.
- Is the training in phases or full 11 months? You have to finish the entire 11 months to get the certificate, it is 2h, 3 times a week. We are looking into integrating livelihood activities more into the training, it already is in some settlements but not mainstreamed yet (VSLAs for example).
- Have you talked to MoES in the SNE division? They can provide certification as well.

ITEM 8.	Special needs education, identification tool – Dr Paul Njuki, CRANE Network
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Very long development process for this tool. CRANE supported the SNE department at MoES to develop this, ownership is with the Ministry for harmonization purposes.
 The tool is based on what conditions are present in Ugandan schools (21).
 The tool comes with a resource guide that explains what each condition is about and how to identify them properly. Partners should contact CRANE to procure the tool. Can also be shared in soft copy.
 CRANE and the Ministry are in the process of creating technical teams at district level to help teachers identify children and train teachers.

Comments/questions:

- Does it work for adults as well or for children? For all, but of course the aim is to identify children as early as possible.
- Need to be people at district level, technicians, who to refer children to? CRANE and the Ministry are working on a directory of specialists, to be added to the resource guide, to make it easier for teacher and education staff to refer children appropriately.

Action points:

- **Co-leads to share the tool and resource guide in soft copy with the sector**

ITEM 9.	AOB
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- There is a need for an ECD task team: UNICEF is in discussion with MOES to integrate humanitarian actors into the existing ECD WG, UNICEF will update the group.

Upcoming deadlines and events:

- October 8th:** Deadline to report on Q3 in Activity Info
- October 8th:** Special Needs Education stakeholders meeting at Ministry of Education Legacy Towers, 8:30-
- October 8th:** Super user training on the ERP district costing model, at UNHCR (Tiger Room), 2:00-4:30pm
- October 10th:** AEP Secondary curriculum launch by War Child Canada at Fairway Hotel, 8:30-12pm
- October 22-24th:** District costing workshop in Hoima
- October 28th:** MHPSS – EIE ECW roundtable at Finn Church Aid, 3-5pm

NEXT MEETING	November 7th at 9am at UNHCR
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ACTION ITEMS	RESPONSIBLE	DEADLINE	STATUS
Share resettlement location for new arrivals	UNHCR	4/07/2019	PENDING
Share the new teacher policy with the SWG	MoES	14/06/2019	PENDING
UNHCR to circulate the contact list for field level EIE SWG	UNHCR	14/06/2019	PENDING
UNICEF to provide list of locations and schools reached by trainings and handwashing facilities distribution and share cross-border report on equation	UNICEF	15/07/2019	PENDING

All new task teams to draft TORS	ALL	30/09/2019	PENDING
Cash task team to send position paper for comments	Cash TT	01/09/2019	PENDING
Co-leads to share all presentations and contacts with the sector	FCA + UNHCR	10/10/19	PENDING
All partners to review the list of schools established by UNHCR as well as the new ERP/Activity Info logframe	ALL	10/10/2019	PENDING